



Behaviour Policy

Date policy approved and adopted: September 2017

Signed on behalf of the Governors:

Signed by Head Teacher

Date for review: September 2018

1. Introduction and scope of the policy

This document is a statement of the aims and strategies for achieving good standards of behaviour at our school. It is intended to reward effort and application, encouraging pupils to take responsibility for improving their own behaviour. The policy covers behaviour and discipline both on the school site and when representing the school off-site.

2. Statement by the Governing Body

The Governing Body support the school in its aim in promoting the Schools Behaviour Policy.

3. Aims and Principles of the Policy

Standlake is an inclusive school and we are committed to raising the confidence and self-esteem of all pupils, respecting every child as an individual, and helping each one to achieve his or her full potential across all areas of the school's broad and balanced curriculum. The aims and principles of our policy are:-

- To promote, secure and maintain high standards of behaviour within an ordered, safe and caring school community.
- To raise awareness about appropriate behaviour and distinguish between what is right and wrong.
- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To ensure that positive behaviour is always recognised
- To raise pupils' self esteem
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety, with children being expected to follow class, playtime and lunch time rules
- To acknowledge the maintaining of good behaviour within the school is a shared responsibility. All members of the school community promote/develop empathy and respect for themselves and others.

4. Our School Mission Statement

'The children of Standlake will reach their potential by **belonging** to a supportive and inclusive community, **believing** in themselves, each other and Christian values and **building** on their successes'

5. Our School Values

At the centre of our behaviour policy are our school values

Honesty – I will tell the truth

Compassion – I will help others in need

Tolerance – I will accept others differences

Forgiveness - I will give and accept an apology

Thankfulness - I will be grateful for what I have

Love – I will respect and care for others

Our values help guide us to make positive choices in our behaviour. We especially need to be forgiving, tolerant and compassionate with those who find making the right choices difficult.

This is hard when we are on the receiving end of something that upsets us. Our natural response may be to fight back or demand sanctions but this approach does not change behaviour.

A clear and consistently applied behaviour policy that is firm, fair and supports those who need extra help is how we maintain good behaviour and begin to change unwanted behaviour.

Understanding the needs and context of individuals and working collaboratively together as pupils, parents, staff and community is how we have long term, sustainable impact for those who struggle to regulate their emotions effectively in school community.

6. School Rules

Our school values are under-pinned by our School Rules:

- 1. Work Hard**
- 2. Stay Safe**
- 3. Be Kind**
- 4. Show Respect**

At the start of each new academic year classes agree on what this means and looks like to them

5. Expectations of the School Community

Staff and Governors	Pupils	Parents
To lead by example (i.e. excellent role models)	To respect, support and care for each other both in school and the wider community	To consistently model appropriate behaviour.
To have high attendance expectations and create an enjoyable learning environment that encourages pupils to come to school.	To come to school on time each day with everything needed and with a positive attitude.	To ensure children regularly attend school on time, are well prepared and keen to learn.
To be consistent and fair in dealing with pupils.	To accept the decisions made by all members of staff.	To support the school in the promotion of positive behaviour.
To encourage the aims and values of the school among the pupils.	To follow the code of conduct at all times.	To reinforce at home the aims and values of the school and the community.
To have high expectations of all pupils.	To do one's best in every possible way at school.	To encourage children to do their very best in all aspects of their school and home life.
To meet the educational, social and behavioural needs of the pupils	To tell their parents about their work. To be a good friend to others helping them when they have problems.	To take an interest in their children's school life, by talking to them about their work, friendships etc..
To encourage regular communication between home and school.	To share any concerns and problems they have with adults in school and at home so that they can be resolved.	Actively support good communication with the school, e.g. keeping the school informed of personal circumstances which may affect their child in school.

Through the curriculum and by creating a positive learning environment, we teach pupils about our aims and principles and about our code of conduct. Personal, Social, Health Education (PSHE) and citizenship are taught using a variety of methodologies, and address our ethos and expectations directly.

6. Good Manners at Standlake

These are what we expect of everyone:

- stepping aside if an adult is walking towards you
- holding the door open for the person coming in, especially if s/he is carrying something
- asking if you can borrow something, not just taking it!
- waiting your turn before you speak
- saying 'excuse me,' rather than pushing past someone
- being polite when eating
- saying please and thank you.
- use appropriate volume and tone of voice

These are discussed with the children in assemblies and teachers regularly remind their classes about them.

7. Strategies to promote good behaviour

'Catching the children being good' helps develop self-esteem and confidence and reinforces positive behaviour. At Standlake we have the following approaches:

Daily good practice

This can be delivered in a variety of ways with minimal effort but often maximum impact; eye contact and a smile, thumbs up, a nod and a wink, personal private and/or public praise, a congratulatory pat on the back or even a joyful jig of enthusiasm from the adult!

Teacher's discretionary rewards

The teacher knows what works best for their class and so they will have a variety of strategies that offer an additional incentive and reward for good work and behaviours. These could be House points, raffle tickets, sticker albums, an achievement tree, time on the golden chair and giving a child special responsibility. Some classes may choose to have a praise board in which the children move along a series of visual symbols and arrive at a special 'pot of gold' or 'super sunshine'. Children that achieve this may be rewarded.

There will be occasions when teachers send a special certificate home or postcard to praise some specific work or behaviour a child has done particularly well. Some teachers may create individual reward charts for children that need to have additional encouragement to work hard and behave well.

Whole school awards

Each week, usually on a Friday, one or two children per class are celebrated for making special effort with their work, school values or behaviour. The children's names are recorded in the Achievement Book, which is on display for all parents and children to see, and their achievement is printed in the newsletter. At the end of each term, children who have had their names in the Achievement Book will be invited to the Headteacher's Achievement Party in recognition of their exceptional learning and/or behaviour

Teachers may also take individual or groups of children to see the Headteacher to share something they have done particularly well. The Headteacher may award them with a special sticker or certificate.

These strategies for promoting good behaviour, work and effort are captured in our 'Pyramid of praise':

Hierarchy of Rewards

"When I am good, someone notices..."

Special Event

Achievement Book

Head teacher Award

Individual Reward Chart

Golden Time

Certificate/
Postcard Home

Golden Chair

Achievement Tree

Praise board

Responsibility

Team Points

Stickers

Raffle Tickets

Sticker Album

A 'pat' for praise

Little Jig!

Tell Others

Personal Praise

Class Clap

Nod

Wink

Smile

Thumbs Up

Eye Contact

Make the praise work: Be personal Be sincere Be specific Praise effort

7. Strategies to deal with poor behaviour

There will be times when behaviour is inappropriate. Children need to discover where the boundaries of acceptable behaviour lie, as this is part of growing up. It is the responsibility of all staff to discipline the children themselves rather than referring the children in the first instance to more senior members of staff. A range of strategies and consequences are used by staff.

The aim of all our consequences is that the child will understand what went wrong and why, and the expectation is that behaviour will improve as a result. We also take into account the age of the child and the context of the incident/misbehaviour. or member of staff.

We divide unacceptable behaviour into three stages:

Stage A - Irregular or minor incidents of unacceptable behaviour

Examples	Possible Consequence
Constant chatting	Remind child of School Rules – for a first or minor offence
Shouting out in classrooms or corridors	Two warnings and time out on third
Unfinished or unacceptable work due to time-wasting	Time-out for a limited time where the child has thinking time about their behaviour and how they are going improve.
Not looking after resources carefully	Discussion about choices and consequences of the behaviour
Not sharing or co-operating	If considered appropriate the teacher will talk to parents
Thoughtless 'rough' play	An apology from the child and recognition that a rule has been broken will also be expected.
Interrupting the teacher	When an incident takes place at break or lunchtime the pupil must stand near an adult by the wall next to the green equipment shed (large playground) or the 'assembly point' stone wall (small playground).
Running in the corridor	This is for the remainder of the morning break-time or 10 minutes of the lunch time.
Rudeness (including, 'back-chatting', refusal to follow reasonable request)	The teacher is informed when they are collected at the end of lunchtime

Note: These incidents will be dealt with by the teacher and/or support staff

Stage B – Incidents where parents will be called in

Examples	Possible Consequence
Stage A behaviour consistently repeated after adult intervention	Loss of playtime(s)/lunchtime(s)
Racist remarks or behaviour	Home-school contact sheet/book to show good behaviour.
Swearing/bad language	External 'Time-out' of class of up to a session to work supervised by a senior member of staff in another classroom.
Dangerous behaviour (e.g. throwing stones, climbing high railings, walls)	The child contributes to the cost of repair/replacement of item that has been deliberately broken/damaged
Spitting	Exclusion in the cases of fighting and persistent bullying
Biting and other forms of physical assault	The child may be asked to write a letter of apology.
Inappropriate touching of other children's bodies (this could be a child protection issue)	Where an incident takes place at break or lunchtime a 'responsible' pupil is asked to go and get the offenders class teacher and that pupil is removed from the playground for the remainder of the day and undertakes appropriate work/consequences
Preventing other children from learning	<i>Notes:</i>
Fighting, Stealing, Bullying	<i>The class teacher takes responsibility for the setting and marking of the work of any pupil who is subject to an external 'time-out', and in repetitive cases, the parents and Head Teacher Heads are informed as soon as possible.</i>
Deliberately damaging the property belonging to the school or to a member of the school community.	<i>No child should be removed from curricular activities unless safety is an issue. E.g. a child will not be withdrawn from a PE lesson as a consequence of poor behaviour in a different lesson.</i>
	<i>Whole classes should not be given consequences (sanctions) because of the behaviour of an individual or small group.</i>

Note: These incidents will be dealt with by the class teacher initially and the action taken will be recorded. The Head Teacher (or senior teacher in his absence) may become involved depending on the severity of the incident. Parents will be informed by the class teacher. If parents are not available at the end of the school day contact will be made by telephone or by a brief letter asking parents to contact the school as soon as possible. Both families will be informed.

Stage C – Extremely serious incidents

Examples	Possible Consequence
<p>Regular repetition of Stage B incidents</p> <p>Refusal to accept school rules or school authority on a persistent basis</p> <p>Extremely disruptive behaviour which prevents other children from learning and compromises their safety and welfare on a persistent basis</p> <p>Violent behaviour towards other children which does not improve after adult intervention</p> <p>Physical aggression towards a member of staff</p> <p>Extremely violent behaviour resulting in injury</p> <p>Repeated racist behaviour</p>	<p>Positive Handling Support (Team Teach)</p> <p>A meeting will be arranged at the earliest opportunity between the parents and the Head Teacher to agree a period of close contact, during which an agreed support programme is followed at home and school. The class teacher and the Head will be fully involved in setting appropriate targets for the child. The child may be placed on daily report, which will involve reporting to a member of the senior staff on the target(s) on their special behaviour reward chart.</p> <p>Individual Support Plan. A ISP is a school-based strategy designed to help the pupil to manage his/her behaviour more successfully. A ISP is particularly important for those pupils whose behaviour is deteriorating rapidly, and will identify clear and realistic behavioural outcomes for the child to target. The programme needs to be agreed with parents (and if appropriate with an LA representative).</p> <p>Outside agencies may become involved e.g. Behaviour Support Team, Education Welfare Officer or Educational Psychologist. The primary aim of such agencies is to provide support and expertise in order to help the child to improve his/her behaviour. Parents will be fully involved in the strategies to improve the child's behaviour.</p>

Note: These incidents will be dealt with by the Head Teacher or senior teacher in his absence and the action taken will be recorded.

Exclusion from school

Standlake CE Primary School does not accept or condone physical assaults on children or staff or persistent disruptive behaviour. However, there is an understanding amongst all staff that some children find it very difficult to regulate their behaviour effectively and there can be circumstances beyond the control of the school and pupil that can influence his or her behaviour at the time

Fixed term exclusions will only be used in very extreme situations. The decision will be made by the Head teacher who will have taken into account a number of factors:

- Safeguarding circumstances
- If the action was premeditated, deliberate and/or intentional
- If the pupil was in a 'fight or flight' response
- The 'victim' was not involved in the incident leading up to the incident
- The impact an exclusion will have on a child

Permanent exclusion from Standlake is very rare. It is a final step in the process of dealing with disciplinary offences when a wide range of other strategies have been tried and have failed. It is an acknowledgement that the school, despite its investment in supporting and encouraging a child to modify his/her behaviour, is no longer effective and does not have the capacity to bring about the desired change.

The decision to permanently exclude a child will also need to take into account the impact of the child's behaviour on the other pupils in the school, and whether the entitlement of the majority to an education without disruption, is being put at risk.

These strategies for improving behaviour, work and effort are captured in our 'Pyramid of Consequences and Sanctions':

Hierarchy of Consequences and Sanctions

"When I do something wrong, something happens..."



Remember:

Start with the least intrusive

10. Lunchtime Procedures

Midday supervisors are responsible for ensuring high standards of conduct are maintained over lunchtime. An emphasis is put on intervening before misbehaviour occurs. Children are encouraged to approach a supervisor when they have a problem which they are unable to resolve.

Depending on the severity of lunchtime misbehaviour, one or more of the following actions are taken:

- Through discussion, the children are encouraged to resolve the problem. The adult serves as the referee ensuring turns are taken and that each party has an opportunity to put forward how he/she feels. If the children cannot resolve the conflict after a reasonable length of time, the adult makes a judgement and takes the appropriate action.
- A child is asked to have a short period of timeout close to the supervisor. When an incident takes place at break or lunchtime the pupil must stand near an adult by the wall next to the green equipment shed (large playground) or the 'assembly point' stone wall (small playground). This is for the remainder of the morning break-time or 10 minutes of the lunch time. The teacher is informed when they are collected at the end of lunchtime
- For more serious incidents, the supervisor asks a 'responsible' child to fetch the class teacher of the pupil who removes the pupil from the playground for the remainder of the day and undertakes appropriate work/consequences. It may be appropriate that they miss the following playtime and complete work that is supervised by the class teacher.
- Class teachers and Midday Supervisors liaise closely each day. There is guidance for 'wet playtimes' when younger children are supported by Mid-day Supervisor or class teacher. If lunchtime concerns need to be shared with parents, this will usually be undertaken by the child's class teacher.

11. The role of pupils

Children are encouraged to take responsibility for settling their own conflicts. This means that adults must take responsibility for teaching them strategies for doing this, and for seeing that children carry them out and reach an agreed conclusion.

Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. They are given advice on aspects of behaviour in assemblies, PSHE lessons and informally by adults in school.

12. Support Systems for parents/carers

Parents and carers are encouraged to visit the school to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers proper time to discuss their concerns. Parents will be involved at the earliest possible stage if behaviour problems are persistent or recurring.

Parents can also help by:

- Recognising that an effective school behaviour policy requires close partnership between parents, the school, teachers and children
- Acting as good role-models for their children
- Supporting and adhering to the home/school agreement
- Discussing the school's Code of Conduct with their child, emphasising their support of them.
- Attending Parents Evenings or parents' functions and by developing informal contacts with school
- Knowing that learning and teaching cannot take place without consistent positive behaviour management
- Remembering that staff deal with behaviour problems patiently and positively.

13. Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis. The Senior Leadership Team will monitor and evaluate the effectiveness of the policy by analysing incidents from the record sheets kept in school, talking to pupils, staff and parents.

14. Staff Training & the use of 'Reasonable Force'.

All staff attend yearly 'behaviour management' training which is focused on the use of de-escalation techniques of behaviour.

Standlake School follows the guidance outlined below on the use of reasonable force

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf